

School Lane Nursery

Inspection report for early years provision

Unique reference number EY426139
Inspection date 09/01/2012
Inspector Rachel Wyatt

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

School Lane Nursery registered under new ownership in 2011. The nursery is located in a building in the grounds of Badsey First School near Evesham, Worcestershire. There is level access to the premises and children use a fully enclosed outside play area and have opportunities to use the school grounds. The nursery is open each weekday during school term times and sessions are from 9am until 3.10pm.

The nursery is registered on the Early Years Register to care for a maximum of 28 children at any one time. There are currently 54 children aged from two to under five years on roll, some in part-time places. The nursery is also registered to provide care for children aged over five to under eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Support is available for children with special educational needs and/or disabilities.

There are nine members of staff, seven of whom hold appropriate early years qualifications to at least level 3 or 2. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for, their needs are successfully met and they have fun at this welcoming nursery. Overall staff plan and organise relevant, rewarding activities and resources which promote children's good progress. Effective systems and good partnerships with parents, carers and others ensure children are fully safeguarded and kept safe and healthy. The provider and her team demonstrate enthusiasm and good capacity to sustain improvement. Since registration, they have created an inviting care and learning environment which is much appreciated by children and families. The provider has also developed and implemented robust systems to ensure a high quality and well run nursery. This includes ensuring staff training and development and funding are linked to and help sustain changes.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of Criminal Records Bureau checks for staff includes the date of the check (Suitable people). 23/01/2012

To further improve the early years provision the registered person should:

- improve staff confidence and consistency in making systematic observations

and assessments of each child's achievements to aid their accurate planning for each child and in order to keep parents well informed about their child's progress.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The provider has devised and implemented clear safeguarding policies and procedures which she ensures parents and staff understand. The provider and a colleague have attended training for managers with designated responsibility for safeguarding. As a result, children are effectively protected from harm and prompt action is taken if there are any concerns about a child's welfare. The provider implements safe recruitment and effective staff development procedures. Since registration she has asked all staff to confirm their ongoing suitability and involved new and established staff in induction and training to ensure everyone understands their roles and responsibilities within the new organisation. However, although all staff have been vetted, the provider's record of these checks is incomplete. She has a record of all Criminal Record Bureau reference numbers but the date of issue is not always recorded, which is also a requirement. In other respects, documentation is well organised, ensuring all information and required parental agreements are obtained about every child and their family before they start.

The nursery is led and managed effectively. Since registration, the provider has evaluated and reviewed most aspects of the nursery and successfully addressed her priorities for improvement. She and the staff have worked together to become an effective team. They have positive relationships with children and families, create a welcoming atmosphere and ensure sessions are fun, rewarding and run smoothly. Children, parents and carers appreciate the changes made to the decor, layout and resources. New records, policies and procedures have been explained and implemented in order to reflect the new organisation. In particular, children's welfare, learning and development are enhanced by the nursery's positive partnerships with parents, carers and other providers and agencies. Parents are encouraged to share information about their children from the time their child starts. This helps staff to settle children, to build on each child's interests and developmental starting points and to value their home life in nursery. Children feel valued and included because their backgrounds are recognised and their achievements are celebrated. Good relationships with parents and other agencies ensure timely intervention and tailored support for vulnerable children, for children with special educational needs and/or disabilities and for those who speak English as an additional language. Effective contacts with other settings enable the provider to further develop good practice within the nursery and to communicate well with the staff looking after children who attend more than one setting.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and progress well. They enjoy rewarding, varied activities and stimulating resources. In the main, key persons effectively observe children and identify next steps for their learning. There are some inconsistencies in assessing children's stages of development, which potentially inhibits effective planning for each child and accurate information sharing with parents. However, the provider and her colleagues are alert to gaps in children's learning, resulting for example, in the current focus on promoting their counting and number recognition. Short-term planning also effectively reflects children's differing abilities and ensures they are offered a good balance of well managed adult-led and free-choice activities. A member of staff takes the lead on planning for younger children and during activities staff confidently adapt their approaches or resources to cater for each child's level of understanding or skill. Individual plans for children with special educational needs and/or disabilities include relevant achievable targets which are regularly reviewed to ensure they make steady progress.

Children develop good skills for the future. They are eager to take part in activities and confidently decide what they want to play with. They readily help themselves to books and toys and often play purposefully. Children are increasingly independent, for example, when getting ready for outdoor play, managing snack and meal times, or seeing to their personal care and toileting needs. Achievements, such as, sleeping in their own bed for the first time, or ceasing to wear a nappy, are celebrated. Staff make sure children know what is happening next and what is expected of them so children behave well. They take turns, share toys and play harmoniously. They are kind and helpful, readily assisting with different tasks, such as tidying away toys. Children have regular opportunities to talk about their families and experiences which, along with other activities and resources depicting positive images, foster their respect for the lives and backgrounds of others.

Staff help children to communicate well so they often listen carefully and take turns in speaking, for example, during group discussions. Many children confidently recall and describe events. They enjoy stories, remembering and sometimes acting out key aspects of the plot and they enthusiastically join in songs and rhymes. Children recognise their own names, finding their labelled coat peg or their name card which they use to show they want to play outside or have a snack. Children count and increasingly recognise and match numbers, shapes, colours and different sizes. Interesting activities and resources are used to consolidate these skills, including fun comparing mathematical concepts and board games. Children relish exploring different materials, such as sand and water and they enjoy being outside, including attending a woodland activity centre. They are imaginative and creative, dressing up and acting out different scenarios during small world, role play or when using the puppet theatre. Parents and carers particularly enjoyed the children's recent nativity play.

Children are well cared for as staff understand and effectively promote each child's care, health, dietary and cultural needs. Staff have up-to-date paediatric first aid

qualifications. They ensure children have prompt appropriate treatment if they have an accident, become unwell or need medication. Children develop a good understanding of how to lead a healthy lifestyle. Hand washing, toileting and nappy change routines are well managed so children adopt good hygiene practices. They make healthy choices about what to eat and drink, enjoying eating pieces of fruit and vegetables during the cafe style snack time. Children are physically active, competently climbing, balancing and moving in different ways. They are kept safe. Detailed risk assessments and safety checks help adults to consistently monitor safety and the premises are well maintained, secure and free from hazards. It is clear children feel emotionally safe and secure as they have affectionate and positive relationships with the staff. Children behave in ways that are safe for themselves and others. For instance, they use tools, such as scissors, correctly and safely manage wheeled toys and other physical apparatus. During activities and discussions children learn about road safety and the nursery's evacuation procedures are discussed and practised so everyone is better prepared for an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met